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ABSTRACT

A project was conducted to implement the third phase of a model--the Project SERVICE Model--to teach and train young persons from vocational-technical schools, comprehensive vocational high schools, private trade schools, labor unions, and minority organizations to develop the technical and pedagogical skills necessary to teach in existing, new, and changing occupations. The project addressed career counseling; cognitive mapping; communication, survival, attitudinal, self-concept, and leadership skills; and cooperative arrangements with industry, existing university technical laboratories, and other university departments. Of the 239 students who applied to Project SERVICE during its third phase, 7 were accepted as of June 30, 1984. These students were involved in academic and vocational work, on-the-job training, and practicum teaching experiences. (This final project report includes a projection of the vocational teaching jobs to become available in eastern Pennsylvania within the next 10 years, a list of suggested questions for applicants for similar training programs, sample employment and training placement agreements, a sample student log, a monthly training station summary form, an interpersonal competencies rating scale, and a sample coordinator log.)

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FINAL REPORT

IMPLEMENTATION OF PROJECT S.E.R.V.I.C.E. MODEL, A NEW PRESERVICE PROGRAM TO TRAIN YOUNG PERSONS TO TEACH IN EXISTING, NEW AND CHANGING OCCUPATIONS

(Contract Number 94-4004)

Dr. Dolores Miller

DEPARTMENT OF VOCATIONAL EDUCATION

TEMPLE UNIVERSITY

PHILADELPHIA, PA

June 30, 1984

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL EDUCATION

VOCATIONAL PROGRAM SUPPORT SERVICES SECTION

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I. *Abstract*

94-4004: Implementation of Project S.E.R.V.I.C.E. Model, a New Preservice Program to Train Young Persons to Teach in Existing, New and Changing Occupations (Phase III)

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$73,665 PDE 7/1/83 - 6/30/84

The purpose of this project was to implement a model to recruit young persons to teach in new, changing and hard-to-fill occupations.

Objective

To implement the third phase of a model to teach and train young persons from vocational-technical schools, comprehensive vocational high schools, private trade schools, labor unions and minority organizations, who are interested in developing technical and pedagogical skills necessary to teach in existing, new and changing occupations.

Outcome

This project addressed career counseling, cognitive mapping, communications skills, survival skills, attitudinal and self-concept skills, leadership skills, cooperative arrangements with industry, with existing university technical laboratories and with other university departments. Participants were recruited to be trained in technical skills needed to teach in identified, existing, new and changing occupations. In Phase Three of this ongoing project, the participants were involved in academic and vocational work, on-the-job training and practicum teaching experiences.

Audience

The population recruited for and trained in this project was drawn from vocational-technical schools, labor unions and comprehensive vocational high schools and community colleges.

Published Materials

Final Report

II.

Background

This report addresses the implementation of a model to recruit and prepare a cadre of young persons to teach in new, changing and hard-to-fill occupations.

Vocational teacher training institutions have been asked to address issues pertaining to the recruitment of prospective vocational education personnel with an emphasis on qualified minorities, handicapped persons and males/females for nontraditional professional roles, hard-to-fill teaching positions, new emerging occupations, and to help in the reduction of welfare dependency. Changes in society and industry have accelerated to the degree that vocational education has not been able to keep up with the demands placed upon it by various publics. Escalating wages in industry have helped to deplete the supply of potential teachers. Accelerating changes in industry have caused new, changing and emerging occupations to appear that leave vocational education with hard-to-fill teaching positions. Social and economic issues leave vocational education facing problems of how to address these problems.

The development of a cadre of vocational teachers trained in the skills needed to meet the challenges placed on them to prepare students entering area vocational schools, technical schools and comprehensive high schools to enter new, changing and emerging occupations is essential to the reduction of welfare dependency.

This has been a year for implementing Phase III of a model to address young people alluded to in the project. This model included,

but was not limited to, meetings with faculty, staff and advisory groups to address the way in which we would recruit the populations mentioned, as well as develop a program to teach these young people to become vocational education teachers of the occupational areas in which they have been trained. One element to be addressed with great concern was how to continuously update the population in their technical skills while they were also learning pedagogical skills. On-the-job training, as well as formal technical training, has been implemented to meet this concern. A field experience has been implemented so that the young people are able to experience various degrees of teaching as they proceed through the program.

Recruitment has been extensive, including news media, brochures, public service announcements, assembly programs, handouts and individual personal contacts.

Students have been recurited, tested and admitted to the program. Specialized occupational exper'ences have been provided for Program SERVICE students. Work experience competencies were developed.

As of June, 1984, the project has met its commitment to the objective.

III.

Methods

The objective of this project was to implement a model to train young persons to teach in existing, new and changing occupations.

Recruitment was a continuous process throughout the entire year.

Flyers and notices were designed to announce the program.

Personal contacts were made with chief school administrators, to seek support for the recruitment effort.

Recruitment was a two-phase process, consisting of visitations and follow-ups. Visitations were preceded by exploratory phone calls. The initial visitation was an information session where presentations were made to administrators, guidance personnel, and faculty. Subsequent visits allowed for presentations and individual conferences with students. In all cases, questions were answered and additional information provided.

Follow-up consisted of recalling and revisiting schools to meet with potential candidates. Application packets were mailed directly to the student's home. The students were also contacted by telephone and additional questions were answered. Potential candidates were urged to complete and return their applications promptly.

Additional recruitment activities included presentations at local and state conferences, faculty meetings, special assemblies, career day, and teacher education class meetings.

Total number of contacts for recruitment efforts included 57 schools, more than 1,150 students, 200 counselors, instructors, department heads, administrators and 8 "special" presentations.

Recruitment information was mailed to an additional 335 students.

Recruitment efforts were also announced in newsletters, newspapers and news bulletins in schools.

Students participated in an orientation program.

All students except one required remedial services in English and Mathematics.

Students were advised on a regular basis every two weeks.

IV.

Occupational Placement Component of Program SERVICE

** Assessment of Student Occupational Needs*

At the start of the fall semester each student enrolled in SERVICE was requested to complete an application form detailing the occupational training that had been acquired prior to entering the University. This included both vocational high school training and work experiences in which the student had been employed or was now employed.

Each student was then assigned to one of the occupational field coordinators, Ms. Linda Benjamin or Ms. Stacey Felfer.

** Placement Activity*

A total of 90 meetings with industry personnel were conducted for the purpose of student placement. One-third of the students have been placed in jobs and have been given the opportunity to gain work experience and to earn money. Each student was offered the opportunity to interview for a position in the area of interest.

Ten of the twenty-four students declined the opportunities offered to them.

** Supervision and Counseling*

All forms used in Program SERVICE were revised and updated. On-site supervisory visits to each student were conducted by the field staff at least every two weeks. Each student was also expected to make an appointment with the assigned field staff coordinator

to meet on campus at least once every two weeks for placement counseling and/or academic counseling and advising.

Students were required to submit documentation of the training experience at specified intervals:

1. Weekly Log of Student Activity.
2. Monthly Training Station Summary.

The field coordinators kept written records of all field visits to students and of all counseling sessions.

During the spring semester, the field staff arranged to present a series of group meetings with SERVICE students, to provide assistance in job-seeking techniques and job-survival techniques.

** Assessment of Occupational Progress*

The occupational progress of each student was monitored through field visits to the training site. Observation of work activity and conferences with the on-site instructor assisted the field staff in guiding the progress of the student. Efforts were made to follow a training plan developed for each student.

V.

Needs Survey

An extensive needs survey, covering 107 vocational occupational areas, was conducted during this phase of the project.

A projection of 1,061 teaching vacancies, resulting from retirements alone, is predicted in the eastern region of Pennsylvania within the next 10 years.

VI.

Analysis

The objective of the project was to implement the Project SERVICE Model, a new preservice program to train persons to teach in existing, new and changing occupations. This phase of the project addressed career counseling, cognitive mapping, communications skills, survival skills, leadership skills, cooperative arrangements with industry and other institutions, and a needs survey of projected teaching vacancies. Participants were involved in academic and vocational work, on-the-job training and practicum teaching experiences.

Students have been placed in jobs. Course work and job training have been evaluated every two weeks. Work experience competencies have been developed.

Students who required remedial work were rostered through special math and English courses and were regularly evaluated to bring them up to college level.

Differentiated staffing was utilized for instructional and counseling purposes.

VII.

Conclusions and Recommendations

Project features which were sufficiently outstanding included industries' positive responses, school districts' overwhelming support and cooperation, the competency-based school field placement approach with the involvement of master teachers, and the availability

of higher education to a sector of the population which has been traditionally overlooked in the provision of continuing educational opportunities.

All of the provisions of the contract were met; however, the objective of on-the-job placement progressed slowly.

A total of 239 students applied to Project SERVICE during Phase III. Seven students were accepted, as of June 30.

VIII.

Recommendations

It is recommended that activities of the program be continued through the regular program.

IX.

Dissemination

The final report forwarded to the Pennsylvania Department of Education will be made available to all who request it.

Appendices

EASTERN REGION
VOCATIONAL TEACHING JOBS TO BECOME AVAILABLE IN EIGHT YEARS

OCCUPATION	AGE 51 - 60	OVER 60	TOTAL
AGRICULTURE MECHANIC	0	4	4
AGRICULTURE OTHER	0	0	0
AGRICULTURE PRODUCTION	6	3	9
AGRICULTURE PRODUCTS	0	2	2
AGRICULTURE RESOURCES	0	1	1
AGRICULTURE SUPPLIES/SERVICES	0	0	0
AIR CONDITIONING	7	0	7
AIRCRAFT MAINTENANCE	0	0	0
APPLIANCE REPAIR	7	0	7
ARCH. DESIGN TECH.	0	1	1
AUDIO-VISUAL COMMUNICATIONS	1	0	1
AUTO BODY	16	8	24
AUTO MECHANIC	34	12	46
AUTO DIESEL MECHANIC	0	0	0
AUTOMOTIVE OCCUPATIONS	1	1	2
AUTOMOTIVE SPECIALIST	1	0	1
BAKER	1	0	1
BLDG. CONST. OCCUPATIONS	3	1	4
BLDG. TRADES MAINTENANCE	6	4	10
BUSINESS DATA PROCESSING	2	0	2
BUSINESS ED.	229	66	295
BUSINESS MACHINE MAINTENANCE	0	0	0
CARPENTRY	16	5	21
CHEMICAL TECH.	1	0	1
CHILD CARE/GUIDANCE	1	0	1
CHILD DEVELOPMENT	2	0	2
CIVIL TECHNOLOGY	0	1	1
CLOTH MGNT. PROD. SER.	2	0	2
CLOTHING/TEXTILE	2	2	4
COMMERICAL ART	10	7	17
COMMERICAL PHOTOGRAPHY	0	0	0
COMP. HOME ECONOMICS	47	19	66

EASTERN REGION
VOCATIONAL TEACHING JOBS TO BECOME AVAILABLE IN EIGHT YEARS

OCCUPATION	AGE 51 - 60	OVER 60	TOTAL
COMP./ TYPESETTING	2	0	2
COSMETOLOGY	23	8	31
CUSTODIAL SERVICES	1	1	2
DENTAL ASSISTANT	2	1	3
DENTAL LAB. TECHNICIAN	1	0	1
DIESEL MECHANIC	1	2	3
DISTRIBUTIVE ED.	24	4	28
DIVERSIFIED OCCUPATIONS	21	6	27
DRAFTING	13	2	15
DRESSMAKING	2	0	2
ELECTRIC INDUSTRIAL	3	1	4
ELECTRICAL CONST.	11	0	11
ELECTRICAL MAINTENANCE REPAIR	0	2	2
ELECTRICAL OCCUPATIONS	0	0	0
ELECTRICAL TECH.	6	5	11
ELECTRO MECH. TECH.	1	0	1
ELECTRONICS TECH.	11	8	19
ELECTRONICS COMMUNICATION	2	3	5
ELECTRONICS	5	2	7
ENVIRON. CONTROL TECH.	1	0	1
FABRIC MAINT. SERVS.	2	0	2
FOOD MGNT. PROD. SERV.	22	13	35
FOODS/NUTRITION	2	0	2
FORESTRY	0	0	0
FOUNDRY	0	0	0
GRAPHIC ARTS	20	3	23
GRAPHIC OCCUPATIONS	1	0	1
HEALTH ASSISTANT	11	1	12
HEALTH ASSISTANT SPECIALIST	0	0	0
HEALTH RELATED TECH.	2	0	2
HEATING	1	2	3
HEAVY EQUIP./CONST.	1	0	1
HOME HEALTH MGNT. ASSISTANT	0	0	0

EASTERN REGION
VOCATIONAL TEACHING JOBS TO BECOME AVAILABLE IN EIGHT YEARS

OCCUPATION	AGE 51 - 60	OVER 60	TOTAL
HOTEL/MOTEL/LODGING	1	0	1
HORTICULTURE	2	1	3
INDUSTRIAL MAINT. MECH.	1	0	1
INDUSTRIAL PROD./MAINT.	3	1	4
INST./ HOME MGNT. SERV.	1	1	2
INSTRUMENTATION TECH.	1	0	1
INTERIOR/DECORATING	1	0	1
LAW ENFORCEMENT TRAINING	0	0	0
MACHINE SHOP PRACTICE	0	0	0
MACHINE TOOL OPERATOR	28	10	38
MARKETING TECHNOLOGY	0	0	0
MASONRY	9	2	11
MATERIAL HANDLING	1	0	1
MECHANICAL TECHNOLOGY	0	0	0
MECH./DRAFT DESIGN	9	4	13
MEDICAL ASSISTANT	1	0	1
MEDICAL LAB. ASSISTANT	0	2	2
METAL WORKING OCCUPATIONS	2	2	4
MILL/CABINET MAKING	10	5	15
NURSING ASSISTANT/AIDE	10	2	12
OPTICS	1	0	1
PAINTING/DECORATING	2	0	2
PHOTO ENGRAVING	0	0	0
PLUMBING	9	6	15
POWER SEWING	8	3	11
PRINTING PRESS OCCUPATIONS	3	0	3
RADIO/TELEVISION REPAIR	7	3	10
REFRIGERATION	1	0	1
SCIENTIFIC DATA PROCESSING	5	2	7
SECRETARY/ STENOGRAPHY	20	19	39
SHEET METAL	8	4	12
SHOE MANUFACTURING	2	1	3
SILK SCREEN PRINTING	2	0	2
SMALL ENGINE REPAIR	5	1	6

EASTERN REGION
VOCATIONAL TEACHING JOBS TO BECOME AVAILABLE IN EIGHT YEARS

OCCUPATION	AGE 51 - 60	OVER 60	TOTAL
TAILORING	9	2	11
TEXTILE PROD./FAB.	8	0	8
TOOL/DIE DESIGN TECH.	1	0	1
TOOL MAKING	0	1	1
UPHOLSTERING	6	1	7
VENDING MACHINE REPAIR	0	2	2
WAREHOUSING	4	1	5
WELDING	5	9	14
GRAND TOTALS	774	287	1061

SUGGESTED QUESTIONS FOR APPLICANTS TO PROGRAMS IN THE DEPARTMENT OF VOCATIONAL EDUCATION

Date _____

Name _____

Address _____

Phone # _____

1. Do you understand that this program is designed to prepare you to teach?
   Response _____

2. What is your vocational specialty choice(s) for this program?
   Response _____

3. Specifically, what vocational training have you had in high school, vocational school, or other formal training?
   Response _____
   _____

4. How many years of formal training have you completed in your chosen field?
   Response _____

5. Have you had any work experience? (Specifically, where, what kind, length of employment?)
   Response _____
   _____
   _____

_____
Interviewer

Additional comments:

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Career Objective:
.....
DOT code: .....

TEMPLE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

OCCUPATIONAL EXPERIENCE PLACEMENT APPLICATION

PERSONAL DATA

Name ..... Phone .....
Social Security
Address ..... Number.....

.....

Date of
Birth ..... Age ..... Height ..... Weight ..... Health .....
(excellent, good, fair)

List any physical problems which might affect placement considerations .....

.....

Interests and hobbies .....

.....

Do you have
Do you have a driver's license? ..... access to a car? .....

SCHOLASTIC DATA

High School Attended School and Address	Program Area	Dates Attended From	Dates Attended To	Did You Graduate?

Days absent last year ..... Days tardy last year .....

How do you consider yourself as a student? Above Average ... Average ... Below Average ...

What subjects have you studied that will help you in your planned career?

.....

.....

Post High School Training
(Trade School, Technical School, Community College, etc.)

Name of Institution and Address	Program Area	Dates Attended From	Dates Attended To	Diploma Certificate?

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WORK EXPERIENCE

List places where you have worked starting with your current or most recent position.

Company Name ..... Employed From | To

Job Title .....

Address .....

.....

Briefly list job duties you performed .....

Phone .....

Supervisor .....

Were you employed Full time ..... Part time ..... Rate of pay .....

Company Name ..... Employed From | To

Job Title .....

Address .....

.....

Briefly list job duties you performed .....

Supervisor .....

Were you employed Full time ..... Part time ..... Rate of pay .....

OCCUPATION SURVEY

What is your occupational goal (1).....

(2)..... (3).....

If this goal is not related to previous training, why have you selected this occupation? .....

.....

What competencies related to your occupational goal do you now possess? (Please attach a copy of your Vocational Certificate of Occupational Skills)

.....

.....

What kinds of occupational training experiences do you feel you need in order to achieve your goal? (Number in order of importance to you, with number 1 as the one you feel is most important to you at this time.)

___ Additional occupational classroom training before seeking work experience.

___ Work experience to develop already acquired occupational skills.

___ Classroom training to strengthen and/or upgrade my skills for advanced job placement

INTERVIEWERS COMMENTS

.....

.....

.....

Interviewer ..... Date .....

The Department of Vocational Education accepts applicants without regard to race, sex, or [illegible]. Minorities and handicapped are encouraged to apply.

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Placement
School_____
Lab_____
Work Site_____
Career Objective:_____

TEMPLE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION
(215) 787-8383

TRAINING AGREEMENT AND PLAN

This training plan is to (1) define clearly the conditions and schedule of training whereby
student trainee: _____ Social Security No._____
(First Name) (Last Name)

is to receive training as a(an)_____ and (2) serve as a guide to
(Job Title)
the cooperating parties: _____ and the Department of Vocational
(Company Name)
Education in providing the student with the opportunity for training in the interested occupational skills and the technical information related to it. A schedule of work experience and a course of study paralleling it have been agreed upon by the student and a representative of the University. This framework will allow the student to have the most beneficial experience possible.

The student has agreed to diligently follow all company policies that apply to regular employees. The student will take every opportunity to improve his/her knowledge, efficiency, and personal traits in order to make himself/herself a desirable employee at the end of the training period.

In additional to providing practical instruction, the training agency agrees to pay the student for the useful work done while undergoing training according to the following plan:

The beginning wage will be $_____ per _____ for_____ hours

The training period begins the _____ day of _____, 19__ and extends through _____, 19__. At any time during the training period, but preferably near the beginning, the student or the employer may determine if the work experience is appropriate to the student's career objectives and if the training should be continued.

PLEASE OBTAIN THE SIGNATURES BELOW IN THE ORDER IN WHICH THEY ARE NUMBERED.

1. (Signature of Employer)

2. (Student Trainee)

3. (University Representative)

NOTE: This plan may be terminated any time providing there is due cause and all parties have been given sufficient notice.

Copies: 1 copy to Employer
1 copy to File
1 copy to Student

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TEMPLE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION
(215) 787-8383

EMPLOYMENT AGREEMENT

As part of the Training Agreement and Plan

_____
(Company Name)

Agrees:

1. To provide work experiences such as are usually done by apprentices and trainees in the trade, under the direction of an experienced workman and under the direction of the Supervisor or Program Coordinator employed by the Department of Vocational Education.

2. To realize that the student is a trainee.

3. To pay the prevailing wage per hour in line with other beginning workers doing the same job

4. To permit the Supervisor or Program Coordinator to visit the student (on-the-job) to ascertain whether the student is making satisfactory progress and to determine whether the conditions of employment, including safety, are satisfactory.

5. To submit, when requested, evaluation sheets or forms-these forms to be provided by the Department of Vocational Education.

6. To consult with the Supervisor or Program Coordinator on matters pertaining to a student trainee's deficiencies that might impair continued employment.

As the Employer, I adhere to:

Subject to the provisions of the Fair Labor Standards Act.	Yes_____	No_____
Subject to Pennsylvania Minimum Wage Provisions.	Yes_____	No_____
Covered under Workman's Compensation Act.	Yes_____	No_____

The Undersigned agrees to the terms of the agreement, dated this _____ day of _____, 19__.

Employer _____ Company _____

Title _____ Company Address _____

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TEMPLE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION
(215) 787-8383

TRAINING PLAN

TRAINING SCHEDULE FOR _____
Last Name First Name

SOCIAL SECURITY NO. _____

TRAINING AGENCY _____

JOB TITLE _____ DATE OF AGREEMENT _____

ESTIMATED TIME TO REACH GOAL _____

LONG TERM GOAL:

COMPETENCIES TO BE ACHIEVED--SHORT TERM GOALS:

_____
Training Agency Representative

_____
Signature of Student

_____
University Representative

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DEPARTMENT OF VOCATIONAL EDUCATION
STUDENT LOG

Name of Student_____

Name of Industry Supervisor_____

Week of_____ 19____

Name of Field Experience Coordinator_____

Directions: Each week, write a summary of activities that includes all meetings, work experiences, interviews [illegible] will be examined regularly in order to coordinate your activities [illegible] procedures.

DATE	NAME OF INDIVIDUAL ACTIVITY	COMMENTS ON RESULTS

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IT IS THE POLICY OF [illegible] NOT TO DISCRIMINATE ON [illegible] CAP, RACE, COLOR, [illegible] EDUCATIONAL [illegible] TIV[illegible] IX, [illegible]

TEMPLE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

TRAINING STATION SUMMARY - MONTHLY

STUDENT _____ SCHOOL _____

TRAINING STATION _____ MONTH _____

SUPERVISOR _____ CAREER OBJECTIVE _____

HOURS AT TRAINING SITE

WK DATES	S	M	T	W	TH	F	S	TOTAL HOURS	RATE	GROSS WAGES	NET WAGES
1											
2											
3											
4											
5											

TOTALS _____

INDICATE ALL DAYS ABSENT ON ABOVE SCHEDULE.

ON THE LINE BELOW, PLEASE INDICATE ANY ANTICIPATED FUTURE PROBLEMS WHICH THE COORDINATOR MIGHT BE ABLE TO ASSIST IN SOLVING.

_____

WEEKLY WORK RESPONSIBILITY SUMMARY

WEEK 1 _____

WEEK 2 _____

WEEK 3 _____

WEEK 4 _____

WEEK 5 _____

_____
SUPERVISOR'S SIGNATURE

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STUDENT NAME _____

DATE OF EVALUATION _____

PERIOD COVERED _____

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INTERPERSONAL COMPETENCIES

Directions: Check appropiate number to indicate your personal evaluation of the student's behavior as observed by you during the training period indicated above. Evaluate only those interpersonal competencies for which you have sufficient experience or evidence upon which to base an evaluation.

RATING SCALE: 4=Exceptional/Always
3=Usually Successful
2=Average
1=Seldom/Avoids

	4	3	2	1
ACCURACY-correctness of work duties performed				
COMPREHENSION-pays attention and grasps instructions				
CREATIVITY-exhibits a talent for finding better ways of doing jo				
DEPENDABILITY-ability to do required jobs well with a minimum of supervision				
INITIATIVE-finds work to do without being told; is self-motivat				
JOB KNOWLEDGE-knows information concerning work duties which individual does each work day				
COOPERATION-demonstrates willingness to work as a team member an assist others				
GROOMING-dresses appropiately for a variety of occasions				
POISE-maintains self-control				
ADAPTABILITY-adjusts to changes in schedules, job assignments, supervisors				
HOUSEKEEPING- keeps work area clean and orderly; maintains tool equipment and work station				
PERSEVERANCE-continues difficult tasks until completed				
TACT-is careful not to hurt other's feelings or cause anger				
LOYALTY-stands up for personal values and fully supports supervi				
ENTHUSIASM-demonstrates desire to learn and please; earnest, eag zealous worker				
SAFETY CONSCIOUS- observes safety rules and regulations				
ORAL EXPRESSION-states information in a clear, logical manner				
LEADERSHIP-gets others to cooperate and channel their efforts to a common goal				
QUALITY OF WORK-meets the established standards of requirements the individual in that type of job				
QUANTITY OF WORK-amount of work an individual does each work day				

These evaluations were made from personal observations during the student's training and may vary from one individual to another. No effort was made to measure these affective competencies quantitatively.

EVALUATOR'S SIGNATURE _____ DATE _____

The above information can be used for school records and/or to insure safety of students. T... confidential information is not to be released to employers or the general public

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TEMPLE UNIVERSITY
OF THE COMMONWEALTH SYSTEM OF HIGHER EDUCATION
College of Education
PHILADELPHIA, PENNSYLVANIA 19122

Department of Vocational Education
Center for Personnel Development
Adult Education
Business Education
Distributive Education
Industrial Arts Education
Industrial Education
Comprehensive Vocational Education

Dear

This will introduce who is interested in work experience as a .

The basic purpose of our Cooperative Vocational Education Program is to provide occupational training to our students through the use of businesses and industries. May we take this opportunity to thank you for your cooperation with our programs.

Placement Coordinator

Employer

Address

Phone Number

IT IS THE POLICY OF [illegible] UNIVERSITY NOT TO DISCRIMINATE [illegible] IN ITS CAREER [illegible] PROGRAMS [illegible] TITLE [illegible] AGE [illegible] SEX [illegible] RACE [illegible] COLOR [illegible] HANDICAP

CODE

CON=CONFERENCE OB1=OBSERVATION IN INDUSTRY OB2=OBSERVATION IN S...
STU=STUDENT EMP=EMPLOYER PRO=PROBLEM AREA
NS =NO SHOW FAN=FURTHER ACTION NECESSARY RES=RESOLVED

STUDENT NAME	DATE AND CODE	COMMENTS

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PRESENTATIONS

1983-'84 School Year

	Schools Visited	Faculty	Guidance	Classes	Open House or Career Day
BUCKS	Middle Vo Tech	Yes	Yes	Cosmetology Int Design	
	Bucks Tech	Yes	Yes	Co-op	
CHESTER					
	Northern Vo Tech	Entire	Yes		
	Central	Entire	Yes		
	Garnet Valley HS			Dist Ed.	
DELAWARE					
	Folcroft Vo-Tech	Yes	Yes	Carpentry Drafting Cosmetology	
	Marple		Yes		Career Day
MONTGOMERY					
	Central Vo-Tech	Entire	Yes		Career Day Open House
	Eastern Vo-Tech	Yes	Yes		
	Northern Vo-Tech		Yes	Co op	
	Western	Entire	Yes		
	Montgomery County Commun		Yes		
PHILADELPHIA					
	Bartram		Yes		
	Bartram HS Annex (Bus)	Entire,		Data, Acct Typing	
	Bartram BERECE Annex		Yes		
	Dobbins	Yes	Yes		Career Day
	Germantown	Yes	Yes	Bus Ed, Dist Ed Co op	
	Gratz	Yes	Yes	Yes	
	King	Yes	Yes	Bus Ed. Dist Ed. Accting	
	North East		Yes		
	Olney		Yes		
	Randolph Skills			Electronics	
	Roxborough		Yes		
	Swenson	Yes	Yes	Large groups of interested students	Open House Career Day
	West Phila	Yes	Yes	Large Groups Dist. Ed	

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The following schools in the Eastern Region of Pennsylvania were visited and the administration gave me permission to contact guidance counselors, teachers and students to present the Program S.E.R.V.I.C.E. and to recruit students who were interested in teaching a vocational subject.

The total of students interested in becoming Vocational Teachers are listed below:

Berks East A.V.T.S.	- 2
Berks West A.V.T.S.	- 2
Reading-Muhlenberg AVTS	- 7
Bucks County AVTS (Upper)	
Carbon County A.V.T.S.	- 1
Lackawanna County	
North School - AVTS	- 2
South School - AVTS	
Lehigh County AVTS	- 31
Luzerne County AVTS	
East School	- 4
West School	
Hazelton	
Monroe County AVTS	-5
Northampton County AVTS	
Bethlehem	- 6
Eastern	- 10
Pike County	
Schuylkill County AVTS	
North School	- 5
South School	- 0
Susquehanna County	- 0
Wayne	- 0
Philadelphia County	
George Washington	- 6
Bok	- 16
Overbrook	- 8
Frankford	- 0
Randolph	- 4

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Lincoln	- 0
South Philadelphia	- 0
William Penn	- 0
Ben Franklin	- 0
Edison	- 0
Kensington	- 2
Mastbaum	- 0
Olney	- 0

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